



SC Annual School
Report Card
Summary

Stiles Point Elementary School
CHARLESTON
Grades: PK-5 Enrollment: 717
Principal: Stephen D. Burger
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mrs. Cindy Bohn Coats

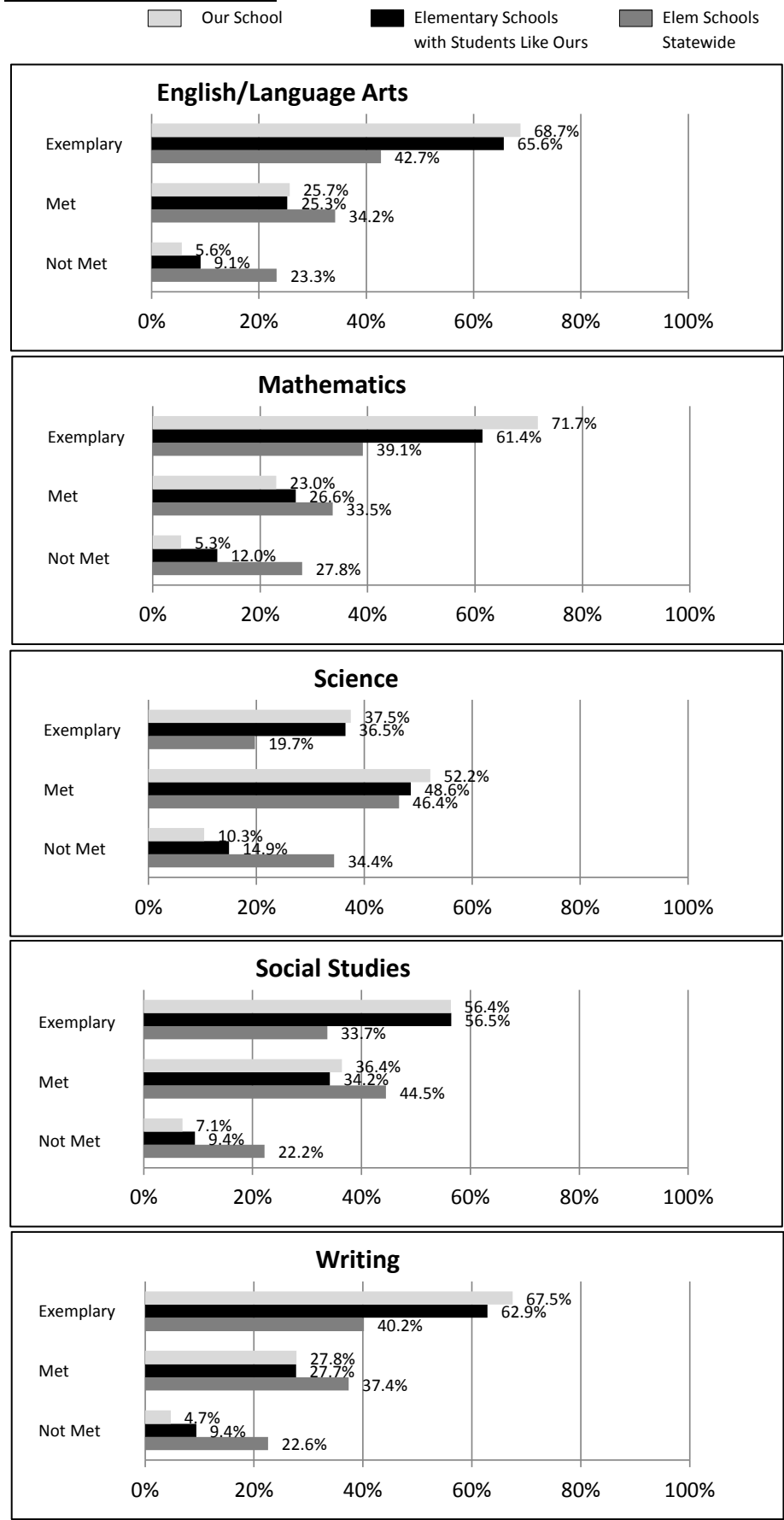
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.					
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM		
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator	
2014	Excellent	Good	TBD	TBD	A	N/A	
2013	Excellent	Good	GOLD	N/A	A	N/A	
2012	Excellent	Excellent	GOLD	N/A	A	N/A	

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	0	1	0	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable	N/AV-Not Available	N/C-Not Collected	N/R-Not Reported	I/S-Insufficient Sample	TBD-To Be Determined
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Stiles Point Elementary School
CHARLESTON
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 717)				
Retention rate	1.5%	Up from 0.4%	0.4%	1.0%
Attendance rate	97.2%	Up from 96.8%	97.1%	96.5%
Served by gifted and talented program	22.4%	Up from 17.9%	18.2%	7.3%
With disabilities	4.5%	Down from 6.2%	9.9%	12.5%
Older than usual for grade	0.8%	No change	0.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n = 44)				
Teachers with advanced degrees	65.9%	Down from 66.7%	64.5%	62.3%
Continuing contract teachers	95.5%	Down from 100.0%	84.6%	81.2%
Teachers returning from previous year	95.9%	Up from 95.0%	90.6%	88.4%
Teacher attendance rate	95.2%	Down from 95.9%	95.3%	95.3%
Average teacher salary*	\$52,139	Up 0.0%	\$49,666	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	10.5 days	Up from 9.4 days	10.7 days	10.9 days
School				
Principal's years at school	18.0	Up from 17.0	3.5	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 22.9 to 1	21.1 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 91.3%	91.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,540	Up 17.3%	\$7,557	\$7,680
Percent of expenditures for instruction**	70.9%	Down from 71.0%	68.9%	66.8%
Percent of expenditures for teacher salaries**	70.1%	Up from 70.0%	68.0%	66.0%
ESEA composite index score	95.9	Down from 99.8	92.9	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	23	125	69
Percent satisfied with learning environment	82.6%	92.8%	94.2%
Percent satisfied with social and physical environment	83.4%	91.2%	95.6%
Percent satisfied with school-home relations	87.5%	92.8%	79.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is always an exciting time to be at Stiles Point Elementary. Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards (e.g., The Community of Readers Award, Exemplary Writing Award, Charleston County Recycling Award, etc.). But we face many challenges ahead as we develop students’ academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students’ problem-solving strategies in context, use of manipulatives and technology, and increasing their SCPASS English Language Arts, math, science, and social studies achievement levels. Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Aristotle wrote “We are what we repeatedly do. Excellence then, is not an act but a habit.” It is part of our culture to aim high and expect much of the students. Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers (but without reduced class size) is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. In grades K-2, teachers use the AimsWEB instrument as an efficient measure of the fundamental skills which underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades 1-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

We must meet the continuing challenge to provide the best instruction and materials for our future leaders of a competitive global economy.

Stephen D. Burger, Principal
Chairperson

Andrea Hanlon, SIC

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